DOCUMENT RESUME

ED 447 177 TM 032 062

AUTHOR	Trumbull, Elise, Ed.; Farr, Beverly, Ed.
TITLE	Grading and Reporting Student Progress in an Age of Standards.
ISBN	ISBN-1-929024-05-3
PUB DATE	2000-00-00
NOTE	225p.; Foreword by Rick Stiggins.
AVAILABLE FROM	Christopher-Gordon Publishers, Inc., 1502 Providence Highway, Suite #12, Norwood, MA 02062. Tel: 800-934-8322 (Toll Free).
PUB TYPE	Books (010) -- Collected Works - General (020)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Academic Achievement; *Academic Standards; Accountability; Communication (Thought Transfer); Educational Practices; Elementary Secondary Education; *Grades (Scholastic); *Grading

ABSTRACT

The essays in this collection offer a comprehensive analysis of the challenges of communicating effectively about student achievement. Discussions of concepts related to grading and reporting progress are mixed with practical advice. The chapters are: (1) "Grading Practices; An Overview of the Issues" (Beverly P. Farr); (2) "Why Do We Grade--and Should We" (Elise Trumbull); (3) "Technical Issues of Grading Methods" (John Carr); (4) "Grading and Standards-Based Assessment" (Kathleen Busick); (5) "How To Design a Model Standards-Based Accountability System" (Louise Bay Waters); (6) "Avoiding Bias in Grading Systems" (Elise Trumbull); (7) "Grading and Special Populations" (Henriette W. Langdon and Elsie Trumbull); (8) "Reporting to Parents and the Community" (Tanja Bisesi, Roger Farr, Beth Greene, and Elizabeth Haydel); and (9) "Taking Steps toward Standards-Based Report Cards" (John Carr and Beverly Farr). An afterword by Ursula Casanova summarizes some themes from these discussions. Each chapter contains references. (Contains 17 figures and 36 tables.) (SLD)

Reproductions supplied by EDRS are the best that can be made
from the original document.